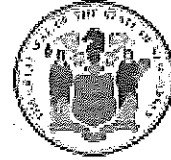


District: Brick Township

County: Ocean



**New Jersey Department of Education
Division of Early Childhood Education**



2020-2021 Preschool Expansion Aid (PEA) One-Year Preschool Program Plan

The purpose of the 2020-2021 Preschool Expansion Aid (PEA) One-Year Preschool Program Plan is to provide a comprehensive description of how the school district will implement each required component of a high-quality preschool program for three- and four-year-old children as detailed in *New Jersey Administrative Code (N.J.A.C.) 6A:13A* and in the New Jersey Department of Education (NJDOE), Division of Early Childhood Education (DECE) [Preschool Implementation Guidelines](#).

A school district's plan should be built around the Preschool Program Implementation Guidelines, the Preschool Classroom Teaching Guidelines, preschool program assessments, including the Early Childhood Environmental Rating Scale-Third Edition (ECERS-3), curriculum-specific program assessment tools (where appropriate), the NJDOE Preschool Self-Assessment and Validation System (SAVS), Grow NJ Kids* New Jersey's Quality Rating Improvement System (QRIS), and any other data source specific to the school district's preschool program.

**All districts that receive preschool expansion aid must enroll in and complete the [Grow NJ Kids Self-Assessment](#). To enroll in Grow NJ Kids go to the [Grow NJ Kids enrollment webpage](#).*

NOTE: Utilize the New Jersey Administrative Code 6A:13A, and Preschool Program Implementation Guidelines to complete this document.

NOTE: Direct all questions regarding this document to the New Jersey Department of Education, Division of Early Childhood Education at (609) 376-9077.

Instructions

- Complete the District Information and District Statement of Assurances pages.
- Obtain signatures of the chief school administrator and school business administrator prior to submission to the Department.
- Include a board resolution indicating approval of the plan and submit a signed and dated copy. If a resolution is pending, note the expected date and ensure that a copy is submitted as soon as possible. No approvals will be issued without a signed board resolution.
- On or before November 15, 2019, complete and upload this document and all other requirements as listed below. Ensure that all PDF documents are signed and dated.
- Complete all information requests in each section of the Program Plan Components. Incomplete documents may not be approved.

Submission

Document	File Type	Submission To	Submission Method
Complete 2020-2021 One-Year Preschool Expansion Aid Program Plan	Word	<ul style="list-style-type: none"> ● Homeroom ● Executive County Superintendent 	<ul style="list-style-type: none"> ● Upload via Homeroom ● Standard Mail
District Signed Board Resolution	PDF	<ul style="list-style-type: none"> ● Homeroom ● Executive County Superintendent 	<ul style="list-style-type: none"> ● Upload via Homeroom ● Standard Mail
Program Plan Signed Cover Sheet	PDF	<ul style="list-style-type: none"> ● Homeroom ● Executive County Superintendent 	<ul style="list-style-type: none"> ● Upload via Homeroom ● Standard Mail
District Information Form	Word or PDF	<ul style="list-style-type: none"> ● Homeroom ● Executive County Superintendent 	<ul style="list-style-type: none"> ● Upload via Homeroom ● Standard Mail
District Statement of Assurances Signed	PDF	<ul style="list-style-type: none"> ● Homeroom ● Executive County Superintendent 	<ul style="list-style-type: none"> ● Upload via Homeroom ● Standard Mail
Budget Planning Workbook	Excel	<ul style="list-style-type: none"> ● Homeroom ● Executive County Superintendent 	<ul style="list-style-type: none"> ● Upload via Homeroom ● Standard Mail

Note: All tables except the Submissions table above contain blank cells for entering information.

NOTE: Contact the Division of Early Childhood Education with any questions regarding completion of the One-Year Preschool Expansion Aid Program Plan for 2020-2021 at (609) 376-9077.

Program Plan Components

Please complete all information requested for the following program components:

- District Identification Information
- District Statement of Assurance
- Outreach and Program Delivery
- Chronic Absenteeism
- Administrative Oversight
- Master Teachers/Coaches
- Intervention and Support Services: Inclusion and Special Education
- Intervention and Support Services: Preschool Intervention and Referral Team (PIRT)
- Health and Nutrition
- Family and Community Engagement
- Curriculum and Assessment
- Professional Development
- Support for English Language Learners
- Transition
- Program Evaluation
- Budget Planning Workbook

Approval

- School districts that submit a complete and timely plan will be mailed a department approval or response on or before April 1, 2020.
- Late plan submissions are not guaranteed a review, approval or response on or before

April 1, 2020

- Incomplete plan submissions will be returned to the district for completion and resubmission prior to department review with no guarantee of approval or response on or before April 1, 2020.
- Department approval will not be granted until the district has submitted an executed board resolution approved by the school district board of education.

District Information Form

District: Brick Township

District Code: 29

County: Ocean

County Code: 0530

District Website: Brickschools.org

Chief School Administrator Information

Chief School Administrator's Name: Sean Cranston

Address: 101 Hendrickson Ave Brick, New Jersey 08724

Telephone Number: 732-785-3000

Fax Number: 732-451-6141

E-Mail Address: scanston@brickschools.org

School Business Administrator Information

School Business Administrator's Name: James Edwards

Address: 101 Hendrickson Ave. Brick, New Jersey 08724

Telephone Number: 732-785-3000

Fax Number: 732-578-5266

E-Mail Address: jedwards@brickschools.org

Preschool Program Contact Information

Preschool Program Contact's Name: Kristen Hanson

Title: Director of Special Services

Address: 101 Hendrickson Ave Brick, New Jersey 08724

Telephone Number: 732-785-3000

Fax Number: 732-578-6537

E-Mail Address: khanson@brickschools.org

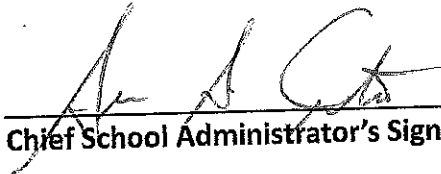
Attach a copy of the signed and dated Board Resolution. If not included, provide the date of expected approval.

Board Resolution attached: _____

Date of expected Board Resolution: 12/12/2019

Will forward Resolution when approved.

NOTE: The plan can only be approved after a signed board resolution is received by the department.



Chief School Administrator's Signature

Date

11/26/19



School Business Administrator's Signature

Date

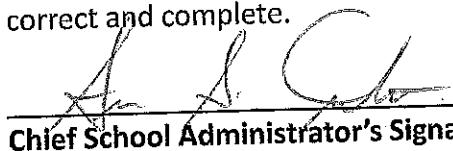
11/27/19

District Statement of Assurance

The Chief School Administrator hereby assures the following:

The preschool program will serve eligible children in the preschool classrooms, pursuant to P.L. 2007, c.260 and New Jersey Administrative Code 6A:13A.

I certify that the above statement and One-Year Preschool Expansion Aid Program Plan for 2020-2021 are correct and complete.



Chief School Administrator's Signature

Date

11/26/19

Outreach/Program Delivery

NOTE: Pursuant to N.J.A.C. 6A:13A-2.3(a) school districts offering universal preschool programs must serve at least 90 percent of the universe of eligible preschool children.

1. List strategies that the district will use to recruit the universe of eligible preschool children including those with special needs and hard to reach populations.

Our district advertises on our website, doctor offices and in the local newspaper to attract at-risk populations. We work closely with Early Intervention to assist in the transition for at risk students.

2. Include at least one example of the district outreach and recruitment information.

Transition meetings are conducted with families and Early Intervention when students turn two years old. Additionally, our district adds information to our website about preschool information sessions. Our district has a Parent Academy where parents can learn about our preschool program and get enrollment information.

3. What is the district's plan to move all classrooms to full day? (This does not apply to ECPA/ELLI districts.)

All classes are currently full day

4. Include at least one example of registration flyers for families that have the Child Find information displayed. (See the examples of appropriate language below.)

See attached.

5. What is the district's plan to collaborate with private providers and Head Start so the universe of children is served without supplanting available slots in the community?

We are not currently partnering with Head Start, we are serving 180 more students than last year in this plan.

Chronic Absenteeism

Refer to the guidance regarding Chronic Absenteeism:

(<https://www.state.nj.us/education/students/safety/behavior/attendance/ChronicAbsenteeismGuidance.pdf>)

1. If you had preschool classes last year, what was your preschool absenteeism rate for 2018-2019?

Our absentee rate was 9.6%

2. List strategies the district will employ to reduce preschool absenteeism.

Monthly letters with suggestions for how to increase school attendance are sent from the principal. Phone calls to parents are made and support is offered to families to try to increase student attendance. If necessary the school truancy officer can be utilized in extreme cases.

The school principal has participated in webinars and consulted other school districts to collaborate on chronic absenteeism.

3. How will the district measure the efficacy of the strategies used to reduce absenteeism?

We will continue to monitor absenteeism rates. Through our Parent Academy we hope to educate parents on how important coming to school consistently is in preschool. We will compare 2018-2019 school data with 2019-2020 school data.

4. How are the efforts in Preschool connected to K-12?

Through elementary cohort meetings, administration from preschool and kindergarten are collaborating on best practices. Additionally, teachers are able to communicate during PLCs to transition and collaborate about students and curriculum. We are working directly with curriculum coaches and the master teacher to ensure that vertical articulation discussions are occurring. Our

master teacher will work directly with kindergarten teachers to inform them of the program that is provided to our preschool students.

Administrative Oversight

Refer to the section on Administrative Oversight in *New Jersey Administrative Code 6A:13A*, and in the *Preschool Program Implementation Guidelines*.

NOTE: The appointed supervisor/administrator responsible for the preschool program must hold the appropriate New Jersey Supervisor's Certificate or New Jersey Principal's Certificate and have experience in preschool education. Refer to 6A:13A-4.1(a) for ratio requirements.

1. Fill in the "Administrative Oversight" table below for each administrator, including the appointed supervisor(s) as described above, who will be involved in oversight of the preschool program.

Administrative Oversight

Title	Name	Certification	Number of years of preschool experience	Other district responsibilities unrelated to preschool
Director of Special Services	Kristen Hanson	School Administrator	9	Special Education for the district
Principal	Theresa Goodfellow	Principal	5	NONE
Principal	Walter Hrycenko	Principal		NONE

2. Indicate the Business Administrator and/or Fiscal Specialist who will monitor and track preschool provider expenditures, contract compliance, and state fiscal reviews.

District Business Administrator, James Edwards

Assistant Business Administrator, Maria Roberts

3. Provide a list of supports that are offered to private providers and Head Start to ensure contract compliance. N/A

Monitoring and Tracking

Title	Name	Phone	Email

Master Teachers/Coaches

Refer to the sections on Master Teachers/Coaches in *New Jersey Administrative Code 6A:13A (c) (d)* and in the *Preschool Program Implementation Guidelines*.

NOTE: Master Teachers should dedicate most of their time to classroom visits coaching and supporting teachers through the reflective cycle and follow-up discussions with teachers regarding children's learning and instructional practices.

Master Teachers should not have any teacher supervisory or evaluator responsibilities.

The Master Teacher must have the following qualifications and experience:

- *A master teacher appointed prior to September 1, 2007 shall, at a minimum, hold a preschool through grade three standard instructional certificate or an N-8 standard instructional certificate.*
- *A master teacher appointed on or after September 1, 2007 shall, at a minimum, hold a preschool through grade three or equivalent preschool certification, as set forth in N.J.A.C. 6A:9B.*
- *Three to five years' experience teaching in preschool programs;*
- *Experience in implementing developmentally appropriate preschool curricula;*
- *Experience with a range of appropriate early childhood assessments including performance-based assessment instruments and classroom quality assessment instruments; and*
- *Experience providing professional development to classroom teachers.*

1. Fill in the "District Master Teachers" table below based on the total number of preschool classrooms in your program.

District Master Teachers

Name	Email Address	Number of Assigned Classrooms	Assigned Area of Specialization (Special Ed, ESL, Literacy, Math, Science, etc.)	Indicate Yes or No if "Trained" or "Enrolled" In MT Seminar

Jacqueline Janik	jjanik@brickschools.org	19	NONE	Trained
TBD		10	NONE	Will be enrolled

2. Will all the district’s master teacher positions be filled for 2020-2021 at the recommended ratio of no more than 20 preschool classrooms for each master teacher detailed in *New Jersey Administrative Code 6A:13A* and in the *Preschool Program Implementation Guidelines*?

This year we added classes during the school year. We started the year with 18 and added three. Next year we will have an additional coach.

3. If not, why not?

4. If the district has coaches K-2, how are they collaborating with preschool Master Teachers for transitions?

All of our coaches share an office and collaborate daily. Through district supervisors and principal we are using PLCs to for coaches to collaborate about best practices across the district.

Intervention and Support Services: Inclusion and Special Education

NOTE: To the maximum extent appropriate, preschool children eligible for special education must be enrolled in general education preschool programs with their non-disabled peers in the context of a high-quality preschool curriculum. Refer to the Intervention and Support Services sections of the New Jersey Administrative Code 6A:13A and the Preschool Program Implementation Guidelines for current research and recommended practices for inclusion, intervention, and support. Highlights of code and guidance are provided below:

- *Supports for Individualized Education Plan (IEP) goals are provided within classroom activities and routines;*
- *Special education staff, master teachers, and Preschool Intervention and Referral Team (PIRT) members consult with teachers to address goals;*
- *Push-in and pull-out services are used on a limited basis;*
- *Classroom teachers participate in all meetings throughout the IEP process; and*
- *Collaboration among teachers, special education staff and intervention teams is built into the schedule.*

1. How many general education preschool classrooms in district, Head Start, and provider sites are projected to enroll children with disabilities (IEPs) in the 2020-2021 school year?

Number of general education classrooms with preschool disabled children

Setting	2020-2021
Head Start	0
Provider	0
In-district	30

2. How many preschool disabled classrooms (self-contained) in district or provider sites are projected in 2020-2021?

Number of self-contained classrooms with preschool disabled children

Setting	2020-2021
Provider	0
In-district	4

3. Not included in the number above, are there any additional preschool children with disabilities (IEPs) sent to specialized schools out-of-district?

Yes

4. If so, how many preschool children with disabilities does the district project to send to out-of-district placements in 2020-2021?

4

Intervention and Support Services: Preschool Intervention and Referral Team (PIRT)

Refer to *New Jersey Administrative Code 6A:13A* and the *Preschool Program Implementation Guidelines* for information about the PIRT.

NOTE: The PIRT team is in place to support teachers in assisting preschool children and their families succeed in the school setting. The PIRT specialist provides coaching and interventions for children with persistent challenging behaviors or learning difficulties in general education classrooms prior to the need for special education services. PIRT is not to provide direct services to children. One team of four must be provided for every 750 children.

1. Will all the PIRT positions be filled for 2020-2021?
Yes-our Master Teacher does PIRT for our district

2. If not, why?

3. List the name and area of specialization for each person assigned to the PIRT (this does not include Child Study Team members).

Names and Areas of Specialization

Name	Title	Email	Other responsibilities
Jacqueline Janik	Master Teacher	jjanik@brickschools.org	Master Teacher
Theresa Goodfellow	Principal	tgoodfellow@brickschools.org	Principal
TBD	Master Teacher		
Walter Hrycenko	Principal	whrycenko@brickschools.org	Principal

4. PIRT supports are to be provided and coordinated via consultation with the classroom teacher as needed. Describe how the district will ensure regular collaboration (e.g. coaching and meetings) with each of the following:
 - a. PIRT and classroom teachers;

- The PIRT Team and the classroom teachers will meet during monthly PLCs to talk about struggling students. These students will be identified through a screening process as well as collaboration.
- The PIRT Team and the Master Teacher will also collaborate during monthly PLCs to collaborate struggling students and their needs. The Master Teacher will serve on the PIRT Team to help facilitate and model appropriate interventions for students. The Master Teacher will also assist the teacher in progress monitoring the interventions to assess the academic and social progress of interventions.
- The PIRT Team will meet with families to discuss strengths and weaknesses of identified student; celebrate the strengths and construct an action plan to assist student with any identified weaknesses.
 - Data from the ESI will be discussed in PLCs to analyze and prioritize students needs.

b. PIRT and Master Teachers;

Our Master Teacher will be running the PIRT team and facilitating the meetings. Our PIRT Team will be led by our Master Teacher and will follow a coaching model. Currently, our PIRT engages in managing academic, social, emotional and behavioral concerns of our students. They have a variety of professionals and strategies at their disposal for addressing concerns. Our preschool teachers have access to Speech Services, OT Services, PT services, BCBA support, counseling and reading specialists. All of these professionals are available to consult and provide services to our preschoolers.

c. PIRT and families of children with challenging behaviors; and

Our families will be receiving ongoing professional development on the pyramid model during our Parent Academy Series. This will be delivered by the Master Teacher and the Pyramid Model Consortium.

d. Children moving to Kindergarten.

5. What is the ratio of PIRT staff to classrooms?

2:18 (this school year)

NOTE: The Pyramid Model for Promoting Social and Emotional Competence for Infants and Young Children is an evidenced-based model used by the Division of Early Childhood Education to reduce the frequency of challenging behaviors.

NOTE: The Division of Early Childhood recommends the use of the Teaching Pyramid Observation Tool (TPOT) for preschool classrooms to reinforce high-quality practices that support children's social-emotional development and behavior. TPOT measures how well teachers are implementing the 3-tiers of the Pyramid Model for Promoting Social Emotional Competence in Infants and Young Children in classrooms serving children 2 to 5 years of age. (<https://challengingbehavior.cbcs.usf.edu/index.html>)

6. How many PIRT members have been trained in:

a. The Pyramid Model? When?

Our principal, school psychologist and our Master Teacher attended the Pyramid Model training this school year with the DOE

b. TPOT? When?

This school year with the DOE

c. Of those trained in the TPOT, how many are reliable? When?

7. Is the district using the TPOT in every classroom? Is so, how often?

Yes

8. Who is administering the TPOT in those classrooms?

Master Teacher

9. What is done with the TPOT data collected?

It is reviewed and analyzed by the Master Teacher and the principal

NOTE: Developmental Screening Tool - The Division of Early Childhood Education recommends use of the Early Screening Inventory-Revised.

10. What developmental screening tool will be used in the program?

We are using the ESI-R

11. Is this a change from the 2018-2019 school year?

No

12. Who administers the developmental screening tool and when?

Teachers have been trained to administer the tool.

Health and Nutrition

Refer to the section on Health and Nutrition in *New Jersey Administrative Code 6A:13A*, and in the *Preschool Program Implementation Guidelines*.

NOTE: As per code (N.J.A.C. 6A:13A) the following services should be provided to preschool children and their families:

- *Health screenings (vision, hearing, dental, height and weight screenings)*
- *DECE recommends that screenings occur within the first 30 days of school. Families should be notified of the screenings at the beginning of school.*

1. List the 2020-2021 proposed schedule of health screenings for preschool children.

2020-2021 Proposed Schedule of Health Screenings

Health Screening	Projected completion Date
Vision	11/30/2020
Hearing	12/30/2020
Dental	12/30/2020

Height/weight	10/31/2020
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NOTE: Nurses must be provided at a ratio of 1:300 children for preschool children enrolled in provider, Head Start and district classrooms.

2. Indicate how will the nursing ratio be met. Check all that apply.

Nursing Ratios

How the nursing ratios will be met?	Check all that apply
Nurse(s) employed solely by the district with no other district responsibilities	X
Nurse(s) employed solely by the district who also have other district responsibilities.	
Nurse(s) at Head/Start provider sites.	
Other	

3. What specific services will nurses provide to preschool children in district, provider and Head Start classrooms?

The nurse will provide the health screenings for height and weight, vision and hearing as well as daily health services.

4. What health-related family education programs (e.g. nutrition, lead screening, and asthma) will be provided in 2020-2021?

These screenings will be provided on an as needed basis.

5. What professional development do the nurses provide to classroom teachers and children?

Our nurse is able to provide training to parents on hygiene, healthy food choices, and schedule of immunizations.

These trainings will take place within our Parent Academy Series in the evening with dates to be determined. The brochure is located on our District Website and calls will be made to parents through the Blackboard System.

6. Does your district participate in the National School Breakfast Program and the National School Lunch Program?

We participate in the lunch program

7. Do all Contracted providers and Head Start programs participate in the Child and Adult Care Food Program (CACFP)? N/A

8. Are all Preschool children served family style meals in their classrooms to optimize independence, language, and social skills?

Yes

9. If not, where are they served?

Family and Community Involvement

Refer to the sections on Family and Community Involvement in *New Jersey Administrative Code 6A:13A*, and Family Services in the *Preschool Program Implementation Guidelines*.

NOTE: Administrative Code requirements are as follows:

- *One family worker for every 45-75 children in Head Start and contracted private provider settings;*
- *One social worker for every 250-300 children in in-district settings; and*
- *One community and parent involvement specialist (CPIS) for each district (see N.J.A.C. 6A:13A-4.6).*

1. List the title, name, contact information, and primary responsibilities for each of the in-district family services professionals working with families (not including PIRT social workers).

In-District Family Services Professionals

Title	Name	Phone	Email	Other Roles/Responsibilities
School Social Worker	Emma Roda	732-785-3000	eroda@bricksc hools.org	CST

2. List the activities and supports that will be available for families in the preschool program.

The parent academy, recreational and school based activities

3. Submit the proposed parent education schedule.

October 17 th Pre-School Series

Tools of the Mind

November 14 th Pre-School Series

Evaluation & the Eligibility Determination Process

January 16 th Pre-School Series

Zones of Regulation

March 19 th - Pre-School Series

Positive Behavior Supports

April 30 th - Pre-School Series

Parents also have the opportunity to attend the other monthly presentations offered by the Special Education Department

4. How are the needs of enrolled families assessed? Please attach a copy of any document used.

Parents will be surveyed each year to determine needs.

Survey will be developed for use next school year.

5. What are the projected primary responsibilities of the Early Childhood Advisory Council (ECAC) including how the ECAC is collaborating with County Councils for Young Children and other community efforts?

The Childhood Advisory Council will meet quarterly to discuss opportunities for social events for students to interact after hours, discuss opportunities to provide additional resources for students such as cultural arts programs, book fairs, holiday events and other identified needs

6. List the ECAC membership roster.

Currently forming a council consisting of community members.

7. How often does the ECAC meet (i.e. monthly, bi-annually, quarterly, etc.)?

It will meet quarterly

8. What method will be used for the ECAC to assess and evaluate their role and work?

The principal will send a parent and staff survey.

Curriculum and Assessment

Refer to the section on Curriculum and Assessment in *New Jersey Administrative Code 6A:13A*, and in the *Preschool Program Implementation Guidelines*.

1. Which of the following preschool curricula will the school district adopt or is it currently using?
(District-developed curricula will not be approved.)

Preschool Curricula

Curricula	Check all that apply	How Long	What edition	Most Recent PD from Curriculum Developer(S)
Creative Curriculum				
Curiosity Corner				
High Scope				

Tools of the Mind	X	September 2029 Implementation	October 14, 2019
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2. Which of the following instruments will the school district use to measure the quality of curriculum implementation in classrooms and determine areas for professional development

Curriculum Specific Instruments

Instrument	Check which Applies
Fidelity Tool (Creative Curriculum)	
Implementation Self-Assessment Guide (Curiosity Corner)	
Preschool Quality Assessment (High/Scope)	
Fidelity Checklist (Tools of the Mind)	X
Other (please describe)	

3. What performance-based assessment will the school district use to inform instruction in preschool classrooms?

Performance Based Assessments

Assessment	Check
ng Strategies GOLD (Creative Curriculum)	
Assessment Tool (Curiosity Corner)	
Observation Record (High/Scope)	
Sampling System (Tools of the Mind)	

Would not let me check the Sampling System

4. How does the district ensure the performance-based assessment is used to fidelity?

Ongoing training with Tools of the Mind personnel

5. How does the district plan to use performance-based assessment?

a. Student level X

b. Classroom level X

- c. School or program level
- d. District-wide level

NOTE: When a district is choosing a curricular enhancement, they should ensure that the materials are:

- *Based on scientific research and include standardized training procedures to support implementation;*
- *Aligned with the New Jersey Preschool Teaching and Learning Standards;*
- *Content-rich;*
- *Part of a structure that promotes measurable progress toward learning and development; and,*
- *Organized within a scope and sequence of developmental progression that ensures appropriate learning experiences based on how young children learn.*
- *For additional information please refer to the DECE's Curriculum Enhancement Guidance. (<https://www.state.nj.us/education/ece/psguide/CurricularEnhancementGuidance.htm>)*

6. Is the district using curriculum supplements? If so, what are they? If the district is using an approved curriculum supplement, has a check been done with the developer to ensure that it is not interfering with implementation of the curriculum?

No curricular supplements are currently being used.

Professional Development

NOTE: Professional development for preschool programs should be planned and implemented as a comprehensive, multiyear strategy for improvement. The creation of the plan must be a collaborative endeavor. Through a formal needs assessment and through open dialogue with educational staff, targeted professional development can be determined. Also consider professional development activities needed to address the district's ongoing needs (i.e., English language learners, special education/inclusion, challenging behaviors, diversity).

To optimize its effectiveness, professional development must also have the following qualities:

- *Aligned to standards and focus on the implementation of the comprehensive preschool curriculum;*
- *Reflect current research and understanding of best practices for preschool learners and include a long-term vision for preschool through third grade education; and*
- *Include systematic ongoing professional development that is based on child development and adult learning styles.*

1. How do the preschool program administrators identify the needs of professional development for all the preschool staff? (MTs, PIRT, teachers, and teacher assistants, principals, nurses, supervisors, CPIS/family service staff, fiscal specialists, etc.)

Using recommendations from our Tools of the Mind professionals as well as our CST and Master Teacher. Through observations of staff, administrators also collect data on what practices need to be improved. A survey is also given to staff to determine what their desires for ongoing learning may be.

2. When was the last time the teachers had direct training from the developer?

2020-2021 Professional Development Plan

Topic	Participants	Dates	Trainer(s)	Cost
Tools of the Mind	All Teachers and Classroom Aides	TBD	Tools of the Mind	\$66,000
Zones of Regulation	All Teachers and Classroom Aides	TBD	Occupational Therapists	0
TPOT	All classroom teachers	TBD	Master Teacher	0
ESI-R	All classroom teachers	TBD	Master Teacher	0
GCN Required Training	All Staff	Ongoing		
PBIS	All staff	TBD		TBD

Since we are new to implementing Tools of the Mind most of our training will focus on teacher efficacy of the program

Supporting English Language Learners

Refer to the section on Supporting English Language Learners in the *Preschool Program Implementation Guidelines*.

NOTE: The optimal classroom model for enhancing the learning and development of English Language Learners is through the support of both the child's home language and English.

1. Are all preschool families given the Home Language Survey at registration? YES
<https://www.nj.gov/education/ece/psguide/HomeLanguageSurvey.htm> (The purpose of the Home Language Survey is to identify needed supports. Language proficiency screening tools are not appropriate for making *placement* decisions about 3- and 4-year-olds.)

2. What percentage of the district's preschool population is counted as English Language Learners (ELLs)?
 We currently do not track ELL in preschool, but we will begin in 2020
3. How many bilingual preschool teachers will be employed in 2020-2021?
 None
4. How many bilingual preschool teacher assistants will be employed in 2020-2021?
 None
5. List the primary strategies the district will use to ensure that English Language Learners receive needed supports in preschool classrooms.
 Our teachers will work to consult with our ELL teachers when needed.
6. How are families of English Language Learner (ELL) preschool children supported?
 Our paperwork is available in English and Spanish. We have a community liaison who is bilingual and used as needed for translations.

Transition

Refer to the section on Transition in *New Jersey Administrative Code 6A:13A*, and in the *Preschool Program Implementation Guidelines*.

NOTE: All school districts should have a transition team.

1. Who will make up the district team and what are their positions/roles?
 CST, Master Teacher, Preschool Teacher and administration
2. How will the district ensure collaboration among preschool administrators and other areas (i.e. special education, bilingual, K-third grade teachers, nurses, family workers, social workers)?
 Through monthly leadership meetings
3. What methods will be used to communicate with receiving teachers about children with disabilities transitioning into the district from early intervention programs?

Through IEP Direct, IEPs can be viewed, placement cards with pertinent information, established meetings with identified teachers. Additionally, CST will communicate student needs prior to students being enrolled. Teachers will be present during transition meetings with parents and families.

4. What methods will be used to communicate with receiving teachers about children who attended nursery school/day care prior to enrolling in your preschool program?

CST and teachers often ask for releases of information to speak to nursery schools and daycares to ensure a smooth transition.

5. What methods will be used to communicate with receiving teachers about children who did not attend nursery school/day care prior to enrolling in your preschool program?

A student survey is required by parents to share information about their child. Additionally, parent information nights have been held to communicate with parents. Open houses are available prior to the school year starting where parents can come and visit and communicate with teachers and staff.

6. What methods will be used to facilitate transitions between preschool and kindergarten?

PLCs and team meetings as well as placement cards, IEPs and transition meetings with the elementary schools.

7. What strategies will be in place for preschool and kindergarten alignment of curriculum, standards, assessment, and professional development?

8. List projected transition activities for teaching staff, children and families for each of the categories below.

Projected Transition Activities

Category	Teaching Staff	Children	Families
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From early intervention to preschool	We meet monthly with early interventions to assist families with the transition process	Students can come in and meet teacher and see classroom prior to starting	Parents come in and meet with teacher, see program, see classroom
From self-contained to preschool inclusion class	the child study team meets with the families to discuss appropriate placements	Students can trial the new class, meet the new teacher and get acclimated as slowly as possible	Parents can observe the proposed program and meet with the teacher prior to placement
From home to preschool	We meet with families on a needs basis to assist in whatever capacity is needed: Back to School Nights, parent information nights and Parent Teacher Conferences	Students can come to tour the school, come to orientations and meet their teacher and see the classroom	Parents have an opportunity to come to parent information nights, tour the school, visit the classroom. Open Houses and orientation
From a nursery school/day-care program to your program	Communication can take place with nursery or day care facilities when parents share releases	Students can come to tour the school, come to orientations and meet their teacher and see the classroom	Parents have an opportunity to come to parent information nights, tour the school, visit the classroom. Open Houses and orientation
From preschool to kindergarten	Vertical articulation, PLCs, Parent Nights to discuss expectations for the upcoming year. Placement cards with information for the new teacher	Kindergarten orientation, Tours of the school, Open Houses and Parent information nights	Kindergarten orientation, Tours of the school, Open Houses and Parent information nights

Program Evaluation

Refer to the sections on Program Evaluation in *New Jersey Administrative Code 6A:13A* and the *Preschool Program Implementation Guidelines*.

NOTE: The school district shall participate in an annual self-assessment of the status of its preschool program implementation using a protocol developed by the department. This detailed self-assessment of the district's preschool program should be used to inform the Three-Year Preschool Program Plan and annual updates.

1. Describe the classroom and program evaluation tool(s) that will be used to inform the assessment and improvement process.

Tools of the Mind Fidelity Checklist, Early Childhood Environmental Rating Scale-Third Edition, Teaching Pyramid Observation Tool.

2. How will the results be summarized and used?

A review of data will take place during our district data team meetings monthly

3. What is the district's plan for participating in GROW NJ Kids?

We have already registered for GROW NJ kids and participated in many of their trainings as well as have received reimbursement for some of our curricular materials. We are working closely with them and learning how to best utilize their services as we get acclimated to the preschool grant program this school year. In 2020-2021 we will be able to access them even more.

Budget

- How is the district maintaining parity in teacher salaries across district, Head Start and private providers?

We do not use Head Start, but we are monitoring teacher salaries. At this point most of our teachers have been hired recently and are low on our district teacher guides.

- How is the per pupil amount for preschool children with disabilities computed?

The business office uses the state calculation model for determining that cost.

- If the district is withholding funds from the private provider or Head Start per pupil amount, why?

We do not use private providers or Head Start.

- Is the district providing transportation for preschool children?

Yes all students receive transportation.

- Has the district distributed and reviewed the Preschool Provider Expenditure Guidance with your private providers and Head Start? We do not use private providers or Head Start.

NOTE: Direct all questions regarding this document to the New Jersey Department of Education, Division of Early Childhood Education at (609) 376-9077.